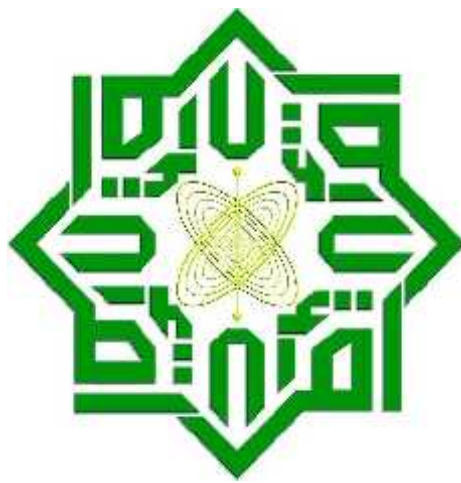


**THE DIFFERENCE OF SPEAKING ABILITY OF STUDENTS  
WHO ARE TAUGHT AND NOT BY USING BARRIER  
GAMES STRATEGY AT THE FIRST YEAR OF  
ISLAMIC SENIOR HIGH SCHOOL 2  
MODEL PEKANBARU**



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A Thesis

Submitted to Fulfill One of the Requirements  
for Undergraduate Degree in English Education  
(S.Pd.)



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## SUPERVISOR APPROVAL

The thesis entitled “*The Difference of Speaking Ability of Students Who Are Taught and Not by Using Barrier Games Strategy at the First Year of Islamic Senior High School 2 Model Pekanbaru*” written by Chandra Alfindodes, NIM:10714000694. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

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## ABSTRACT

**Chandra Alfindodes (2012): “The Difference of Speaking Ability of Students Who Are Taught and Not by Using Barrier Games Strategy at the First Year of Islamic Senior High School 2 Model Pekanbaru”.**

English has been taught by the teacher in Islamic Senior High School 2 Model Pekanbaru by some strategies to increase students' speaking ability such as the teacher taught students by giving explanation about the materials and then the teacher asked the students questions and responded them respectively. Sometimes the teacher used group discussion, and drama. But in fact, the students remained unable to speak English well. To provide solution to these problems, the researcher proposed a method called Barrier Games Strategy. The main focus of the research was to find out whether there is significant difference on students' speaking ability of students who are taught and not by using Barrier Games Strategy. In the research, the type of the research was a quasi-experimental research. The researcher used two groups pretest-posttest design. The researcher used one class as sample that consisted of 35 students. The researcher gave pretest to students who were taught and not by applying barrier games strategy in order to know students' speaking ability before taught by using barrier games strategy, and then after taught by using barrier games strategy. The researcher gave posttest in order to know students speaking ability after taught by using barrier games strategy. The technique of data collecting was test. Test used was *oral presentation test* in order to collect the data of students' speaking ability at the first year students of Islamic Senior High School 2 Model Pekanbaru. The technique of data analysis used T-test formula in order to find out the difference of students' mean score between pretest and posttest by using SPSS 16<sup>th</sup> version. The students' score was compared with T-table considered with degree of freedom (df). Based on the data analysis, the researcher found that there is significant difference between students' speaking ability of students who are taught and not by using Barrier Games strategy with consideration  $t_0$  is higher than  $t_t$  either in significant 5% or in significant 1 %. It means that  $H_a$  is accepted and  $H_0$  is rejected. So, it can be concluded that there is significant difference of using barrier games strategy towards students' speaking ability at the first year of Islamic Senior High School 2 Model Pekanbaru.

## ABSTRAK

**Chandra Alfindodes (2012): “Perbedaan Kemampuan Berbicara Siswa yang Diajarkan dengan Menggunakan *Barrier Games Strategy* dan yang Tidak pada Kelas 1 Madrasah Aliyah Negeri 2 Model Pekanbaru”**

Bahasa Inggris telah diajarkan oleh guru di Madrasah Aliyah Negeri 2 Model Pekanbaru dengan beberapa strategi untuk meningkatkan kemampuan berbicara siswa dengan cara memberikan penjelasan kemudian menanya dan meminta respon dari murid. Terkadang guru juga menggunakan grup diskusi, dan drama. Namun kenyataannya, murid juga masih bermasalah dengan kemampuan berbicara dalam bahasa Inggris. Untuk memecahkan masalah itu, peneliti menawarkan suatu metode yang dinamakan *Barrier Games Strategy*. Fokus utama dalam penelitian ini untuk mengetahui adanya perbedaan kemampuan berbicara pada siswa yang diajarkan dan tidak dengan menggunakan *barrier games strategy*. Di dalam penelitian ini, tipenya adalah penelitian quasi-eksperimen. Peneliti menggunakan dua grup rancangan sebelum diuji dan yang sesudah diuji. Peneliti menggunakan satu kelas sebagai sampel yang terdiri dari 35 orang siswa. Peneliti memberikan *pretest* dan *posttest* untuk mengetahui kemampuan berbicara siswa yang diajarkan dan yang tidak dengan menggunakan *barrier games strategy*. Teknik yang digunakan untuk mengumpulkan data adalah tes. Tes yang digunakan adalah *oral presentation test* untuk mengumpulkan data kemampuan berbicara siswa kelas satu Madrasah Aliyah Negeri 2 Model Pekanbaru. Teknik dalam menganalisa data dengan menggunakan T-Test untuk mengetahui perbedaan *pretest* dan *posttest* dengan bantuan SPSS Versi 16. Kemudian nilai tersebut dibandingkan dengan T-table dengan mempertimbangkan derajat kebebasan (df). Berdasarkan analisa data, peneliti menemukan adanya perbedaan pada kemampuan berbicara siswa yang diajarkan dan tidak dengan menggunakan *barrier games strategy* dengan pertimbangan  $t_0$  lebih besar dari  $t_{\text{tabel}}$  baik yang 5% maupun yang 1%. Artinya  $H_a$  diterima dan  $H_0$  ditolak. Jadi dapat disimpulkan bahwa ada perbedaan antara kemampuan berbicara siswa yang diajarkan dan tidak dengan menggunakan *barrier games strategy* terhadap kemampuan berbicara siswa tahun pertama Madrasah Aliyah Negeri 2 Model Pekanbaru.

## الملخص

چندرافينضديس(2012) : "فرق قدرة المحادثة للطلاب الذين يعلّمون باستعمال طريق استراتيجية الألعاب المنع و غير استعماله في فصل الأول بمدرسة العالية الدينية الحكومية الطرازية 2 بيكانبارو".

وقد قام بتدريس اللغة الإنكليزية من قبل المعلم في فصل الأول بمدرسة العالية الدينية الحكومية الطرازية 2 من جانب بعض الاستراتيجيات لزيادة قدرة الطلاب يتحدث مثل المعلم يدرس الطلاب من خلال بيكانبارو إعطاء تفسير حول المواد وبعد ذلك المعلم طرح الأسئلة الطلاب واستجاب لهم على التوالي. أحيانا يستخدم المعلم مناقشة مجموعة، والدراما. ولكن في الواقع، لا يزالون الطلاب غير قادرين على التحدث باللغة الإنكليزية. لتوفير حل لهذه المشاكل، فإن الباحث يقترح طريقة تسمى الحاجز ألعاب. المحور الرئيسي لهذا البحث هو لمعرفة ما إذا كان هناك اختلاف كبير على قدرة الطلاب الناطقين من الطلاب الذين يتعلمون وليس من خلال استراتيجية ألعاب الحاجز. في البحث، وكان نوع من البحوث لبحوث شبه التجريبي. استخدم الباحث مجموعة واحدة القبلي، البعدي تصميم. استخدم الباحث فئة واحدة كما عينة تتألف من 35 طالبا. وقدم الباحث الاختبار القبلي للطلاب الذين يتعلمون، وليس من خلال تطبيق حاجز ألعاب استراتيجية من أجل معرفة الطلاب يتحدث القدرة قبل أن يتم تدريسها باستخدام حاجز ألعاب استراتيجية، ومن ثم بعد التي يجري تدريسها باستخدام حاجز ألعاب استراتيجية الباحث أعطى البعدي من أجل معرفة الطلاب يتحدث بعد القدرة التي يجري تدريسها باستخدام حاجز ألعاب استراتيجية. وكان أسلوب جمع البيانات اختبار. تم استخدام اختبار شفوي اختبار العرض من أجل جمع البيانات من قدرة الطلاب الناطقين في السنة الأولى بمدرسة العالية الدينية الحكومية الطرازية 2 بيكانبارو. أسلوب تحليل البيانات المستخدمة T-اختبار صيغة من أجل معرفة الفرق من درجة الطلاب يعني بين القبلي والبعدي باستخدام SPSS الإصدار 16. ومقارنة النتيجة الطلاب مع T-الجدول الذي يعتبر مع درجة من الحرية (مدافع). استنادا إلى تحليل البيانات، وجد الباحث أن هناك فرق كبير بين قدرة الطلاب متحدثا من الطلاب الذين يتعلمون وليس من قبل حاجز ألعاب استراتيجية مع النظر إلى أعلى من ترينيداد وتوباغو في إما 5٪ أو كبيرة في 1٪ كبيرة. وهو ما يعني أن يتم قبولها هو ومرفوض. لذا، يمكن الاستنتاج بأن هناك فرق كبير في استخدام حاجز ألعاب استراتيجية نحو قدرة الطلاب يتحدثون في السنة الأولى بمدرسة العالية الدينية الحكومية الطرازية 2 بيكانبارو.

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problems**

At present, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication. In Indonesia, being able to speak in English is important. Realizing the high importance of speaking mastery, a great number of studies aimed at helping student master speaking skill have been conducted, nevertheless, many students still find that speaking is difficult to master. Hinkel said that the view of speaking is “the most complex and difficult skill to master”<sup>1</sup>. So, it is very important to find effective methods, materials, activities, media, and other requirements that will help the student master speaking.

Many students regard speaking ability as the measure of knowing a language. According to Richards and Renandya's in Nazara, "A large percentage of the world's language learners study English in order to develop proficiency in speaking"<sup>2</sup>. Furthermore, many students argue that speaking is the most important

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<sup>1</sup> Situjuh Nazara.2011. "Students' Perception on EFL Speaking Skill Development". *Journal of English Teaching*.p.29. (retrieved on , January 9<sup>th</sup>, 2012), <http://jetuki.files.wordpress.com/2011/05/3-students-perception-on-efl-speaking-skill-development-pp-28-43.pdf>

<sup>2</sup> *Ibid.*

language skill that needs to be controlled, and they assess learning achievement based on mastery of speaking skill<sup>3</sup>.

“The ability of students in speaking can be seen when students can talk about their ideas, clarify their thinking, figure out what they believe and where they stand on issues”<sup>4</sup>. By understanding the needs of students toward speaking skill, teacher should have the ability to guide them in order to develop their speaking ability.

To accomplish students’ needs toward speaking, School Based Curriculum (KTSP) provides speaking as one of the skills in English lesson that must be taught and learnt in senior high school. Based on KTSP<sup>5</sup>, the purposes of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture

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<sup>3</sup> Echeverria. 2009. *“Spoken Language: What It is and How to Teach it”*. (retrieved on July 9, 2011) <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>.

<sup>4</sup> Hayriye. 2010. *“Improving Speaking through Simulation Technique”*. (retrieved on July 16, 2011) <http://unr.edu/homepage/hayriye>

<sup>5</sup> Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), pp.307-309

Islamic Senior High School 2 MODEL Pekanbaru is one of the schools that also imply School Based Curriculum (KTSP) as its guidance in teaching and learning process. In this school, English has been taught since the first year of English period. English is taught twice a week with time duration about 45 minutes<sup>6</sup>. According to syllabus 2010/2011 at the first grade, for the first semester, the basic competence of speaking English refers to capability of students in expressing the meaning in monologue texts accurately, fluently and contextually in the form of texts such as *Recount, Narratives, Procedure, News Item, and Descriptive*<sup>7</sup>.

English has been taught since the students were in elementary school, they studied listening, reading, writing, and speaking. The skills were taught in different strategies. The mastery of speaking is integrated with the mastery of genre; one of the genres taught for the second semester is descriptive text. In understanding descriptive text, students must accomplish some indicators of descriptive text. The students must be able to describe a particular person, thing, or a place and identify it.

To develop students' speaking ability, speaking has been taught by using some techniques such as question and answer, guessing games, discussion, singing a song and drama. Generally, teacher reviewed the characteristic of texts based on genre given including the kinds of the texts, the purpose of the texts, the

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<sup>6</sup> Tim Penyusun. *Kurikulum Tingkat Satuan Pendidikan MAN 2 Model Pekanbaru*. (Pekanbaru: Unpublished, 2010), pp.15

<sup>7</sup> Tim Penyusun. *Silabus MAN 2 Model Pekanbaru 2010/2011*. (Pekanbaru: Unpublished, 2009), pp.6-13

text organizations, and the language features. Then, teacher asked students to write a simple text individually based on the time given. After writing it, the teacher would ask students to perform in front of the class one by one. In order to increase students' speaking ability, teachers also supported by providing other programs such as English day in every Friday, and English Club on Saturday. Based on the description above, ideally, the students in Islamic Senior High School 2 Model Pekanbaru are able to speak English fluently. In short, the students in Islamic Senior High School 2 Model Pekanbaru have no problem with their ability in speaking English.

However, based on preliminary observation done on July 1<sup>st</sup>, 2011, the writer found that it is contrary to the reality in the class. He found that most of the students are not able to speak English fluently. It can be seen from the following phenomena:

1. Some of the students are not able to pronounce English accurately
2. Some of the students are having unwillingness to participate in speaking
3. Some of the students are not able to speak fluently
4. Some of the students are not able to speak grammatically
5. Some of the students have lack vocabulary in expressing idea
6. Some of the students are not able to identify text structure in speaking

Considering the problem above and helping students to improve their speaking skill, teachers are expected to provide students with appropriate teaching, materials, and to create positive classroom environments. In the

classroom, the teacher must create the situation that can encourage real communication, many activities can be designed to make majors' element lively. Games are the techniques that can be applied in teaching speaking because games are the potential activities that give students feeling of freedom to express themselves. Games are also potentially useful to encourage students to interact with each other orally.

In this research, the writer focuses on the Barrier games strategy that can help students in speaking. This strategy is one of the communication games<sup>8</sup>. It has a simple activity based on giving and receiving instruction without relying on visual clues, such as gesture or facial expression. According to Brassel, "this strategy is used to elicit students' spontaneous speech and allow students to practice new vocabulary terms (especially related to a new concept)"<sup>9</sup>. Then, a barrier games must be set up between the speaker and the listener. Meanwhile, according to Graf, this barrier game strategy can be played in pairs or with one 'teacher' or several 'listeners'<sup>10</sup>. Through this strategy, students will be able to learn from each other, to share their ideas or their partner's ideas to another pair or whole group and at any moment all of the student will be actively engaged in purposes of

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<sup>8</sup> Herrell, A. L. *Fifty Strategies for Teaching English Language Learner*. (California State University: Prentice-Hall.2000), pp.38

<sup>9</sup> Danny Brassel. *Dare to Differentiate: Vocabulary Strategies for All Students*. (USA. The Guildford Press.2011).pp.16

<sup>10</sup> Madeleine Graf. *Including and Supporting Learners of English as an Additional Language*. (India: Replika Press.2011), pp. 134



speaking. Wolley states that barrier games are great tool for helping in the development of speaking (composing) and listening (receptions/comprehension)<sup>11</sup>.

Based on the description of the phenomena above, the writer assumes that the students still get difficulties in speaking. So, the writer is interested in carrying out a research which entitles **THE DIFFERENCE OF SPEAKING ABILITY OF STUDENTS WHO ARE TAUGHT AND NOT BY USING BARRIER GAMES STRATEGY AT THE FIRST YEAR OF ISLAMIC SENIOR HIGH SCHOOL 2 MODEL PEKANBARU**

## **B. The Definition of the Term**

In order to avoid misunderstanding and misinterpretation of the terms used in this research, the researcher needs to explain them as follows:

### **1. Difference**

Scott states that difference is pragmatically a bottom-line contribution of diversity<sup>12</sup>. Furthermore, Chueh states that difference is celebration of multiple values as an expression of human diversity<sup>13</sup>. However, in this research, the difference means the alteration of students' speaking ability between students who are taught by Barrier games strategy and those who are not at the first year of Islamic Senior High School 2 Model Pekanbaru.

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<sup>11</sup> Garry Wolley. *Reading Comprehension: Assisting Children with Learning Difficulties*. (Springer Dordrecht Heidelberg London New York.2011), pp. 90

<sup>12</sup> Scott E. Page. *The Difference: How The Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. (New Jersey: Princeton University Press, 2007), pp. xiii

<sup>13</sup> Ho-Chia Chueh. *Anxious Identity: Education, Difference, and Politics*. (USA: Praeger, 2004), pp. 72

## 2. Barrier Games Strategy

Brassel states that Barrier Games strategy allows students to explore vocabulary words on their time. This makes barrier games an optimal teaching tool for teachers”<sup>14</sup>. Furthermore, according to Roth and Worthington, Barrier Games teaches students how to take turns, listen for details, follow and give directions, and understand the listeners’ needs<sup>15</sup>. In this research, Barrier Games strategy is a strategy used in the research in order to know the difference of speaking ability of students who are taught and not by using barrier games strategy at the first year of Islamic Senior High School 2 Model Pekanbaru.

## 3. Speaking Ability

Jones states, “Speaking is a form of communication”<sup>16</sup>. Meanwhile, According to Sue, ability means different things in difference school, depending on their intake because it can never be absolutely defined as a stage of development<sup>17</sup>. In addition, Cobb *et al.* states that ability is reference to the performance of others<sup>18</sup>. In conclusion speaking ability means a stage of development and reference to the performance of speaking to others. However, in this research, speaking ability means

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<sup>14</sup> Danny Brassel, *Op.Cit.*, p. 17

<sup>15</sup> Froma P. Roth and Colleen K. Worthington. *Treatment Resource Manual for Speech Pathology. 4<sup>th</sup> Ed.* (New York: Nelson Education Ltd. 2011), pp.162

<sup>16</sup> Rhodi Jones, *Speaking and Listening* (London : The Bath Press, 1989), p. 14

<sup>17</sup> Sue Leach. *How To Be A Successful Secondary Teacher.* (Great Britain: Continuum International. 2006), pp. 28

<sup>18</sup> P. Cobb *et al.* *A Journey in Mathematics Education Research.* (London: Springer. 2011), pp. 66

students' ability in describing particular person or thing, particularly in the context of descriptive text by considering the needs, requests, information and service of descriptive text.

### **C. The Problems**

#### **1. The Identification of the Problem**

The identification of problems in this research is as follows:

- a. Why are some of the students not able to pronounce English accurately in expressing descriptive text?
- b. Why are some of the students having unwillingness to participate in speaking in expressing descriptive text?
- c. What factors make students unable to speak fluently in expressing descriptive text?
- d. Why are some of the students unable to speak grammatically in expressing descriptive text?
- e. Why do some of the students have lack vocabulary in expressing descriptive text?
- f. Why are some of the students unable to identify text structure in speaking to descriptive text?
- g. What is the difference of speaking ability of students who are taught and not by using barrier games strategy at the first year of Islamic Senior High School 2 Model Pekanbaru.

## **2. The Limitation of the Problem**

The writer limits the problem from this research to the context of difference of speaking ability between the students who are taught by using barrier games strategy and students who are not taught at the first year of Islamic Senior High School 2 Model Pekanbaru and to shorten the time of the research, the writer limits the material and uses Barrier games strategy in teaching descriptive text at the first year of Islamic Senior High School 2 Model Pekanbaru. Based on standard competence of syllabus, the students should be able to express the meaning of oral functional text. By considering the indicators of descriptive text, this text matches to achieve the standard competence in speaking by using Barrier games strategy. This text provides opportunity for students to describe and to respond particular person or thing.

## **3. Formulation of the Problem**

The problems of this research can be formulated in the following question:

Is there any significant difference of speaking ability between the students who are taught by using barrier games strategy and those who are not taught at the first year of Islamic Senior High School 2 Model Pekanbaru?

## **D. The Objectives and the Significance of the Research**

### **1. The Objectives of the Research**

Based on the formulation of the problem previously, there is an objective that is reached in this research as follows:

To find out whether there is any significant difference of speaking ability between the students who are taught by using barrier games strategy and students who are not taught at the first year of Islamic Senior High School 2 Model Pekanbaru.

### **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research are as follows:

- a. The research findings are to give the valuable input to the teachers of English at Islamic Senior High School 2 Model Pekanbaru particularly and all English teachers generally, as attempt to improve students' speaking ability.
- b. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching speaking.
- c. To attract students' participation that study English is enjoyable.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Speaking

Speaking is the main form of communication that is used to get any message across, moreover in teaching and learning process. We can say that the speaker must consider the person they are talking to as listeners<sup>11</sup>. The activity that the person does, primary based on particular goal. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. According to Nation & Macalister, in order to participate in classroom discussion; students have to develop their speaking<sup>12</sup>. Jones said, “How you say something can be important as what you say in getting your meaning across”<sup>13</sup>. Therefore, speaking process should get a big attention in communication.

In speaking, we have to make a good communication. We conclude that one of the important aspects in speaking is that there is a communication or interacting between the speaker and listener. So it will make the good attraction or understanding about the object of topic. By understanding the topic, it can increase our knowledge when we are doing communication as well. According to

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<sup>11</sup>Prof. Dr. Zeki Kaya. 2011.” International Journal on New Trends in Education and Their Implications”.p.98 (retrieved on January 10<sup>th</sup>, 2012), <http://ijonte.org>

<sup>12</sup> I.S.P. Nation & John Macalister. *Language Curriculum Design* (New York.Rouledge.2010), pp.7

<sup>13</sup> Rhodi Jones, *Loc.Cit.*

Troute, speaking is the vehicle for increasing and deepening knowledge when we are trying to speak to learn<sup>14</sup>. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context. In addition, Martinez, *et.al* explains that it involves a dynamic interrelation between speakers and listeners that results in their simultaneous interaction<sup>15</sup>. It becomes a key for developing speaking skill in which students needs to learn not only about how to produce it linguistically but also pragmatically for appropriate utterances.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

## 2. The Nature of Speaking Ability

Speaking can be described as the ability of person to express their ideas. Littlewood states that speaking ability is a combination of structural and functional aspect of language<sup>16</sup>. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined.

It is known that speaking is a very difficult and complex skill to learn especially by the foreign language students. There are many different abilities

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<sup>14</sup> Dr. Lisa R. Troude. "*Oral Language and Vocabulary Development Activities*". (School District of Palm Beach County, FL), pp.1

<sup>15</sup> Alicia Martínez-Flor, Esther Usó-Juan and Eva Alcón Sole. *Towards Acquiring Communicative Competence through Speaking*. Current Trends in The Development and Teaching of the Four Language Skills. Esther Uso'-Juan and Alicia Martí'Nez-Flor. (Berlin: Walter De Gruyter GmbH & Co. KG, 2006), pp. 139

<sup>16</sup> William Little Wood. *Communicative Language Testing*. (USA: Cambridge University Press, 1981), pp.1

included in this skill. Hughes in Ektabani says that successful interaction involves comprehension as well as production<sup>17</sup>. Therefore, it needs a simultaneous use to achieve a comprehension in communication.

Paulston and Brunder say that speaking ability is taken to be the objectives of language teaching: the production of speaker competence to communicate in target language<sup>18</sup>. Bruder says that there are four rating criteria of test focus on four areas of speaking ability. These areas are language function, appropriateness, coherence, and accuracy<sup>19</sup>.

- a. Language functions *include narrating, comparing, giving and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc.* Each question focuses on one or more language functions. While students may include other language functions in students' response, the focus of students' response should address the language functions stated in the question.
- b. Appropriateness *refers to responding with language appropriate for the intended audience or situation.* In some questions students are asked to respond to the narrator without any specifics given. In this situation, respond with a polite, friendly tone, as if students were

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<sup>17</sup> Glayol Ektabani. *Measurement and Evaluation in Post Secondary ESL*. (New York: Routledge. 2011), p. 81

<sup>18</sup> Christiana Brat Paulston and Mary Newton Brunder. *Teaching English as a Second Language: Techniques and Procedures*. (Massachusetts: Winthrop Publisher Inc, 1976), p. 55

<sup>19</sup> Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English*. (New York: Cambridge University Press, 1985), p. 6



talking with a respected colleague. Other questions may ask students to imagine students are talking to a friend, supervisor, business associate, customer, classmate, professor, medical professional, or patient. Sometimes the test specifies that students are talking with someone who works at the same company or institution as students. At other times students are asked to pretend to talk to someone without background on the topic students are addressing. Use language appropriate for whatever situation and audience that are specified.

- c. Coherence/Cohesion *reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion)*. It is important that students' responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process or events in a story should be ordered logically, described clearly, and connect smoothly. Be specific enough in students' responses so that listeners do not have to interpret or supplement what students are saying in order to understand students meaning.
- d. Accuracy *includes pronunciation, grammar, fluency, and vocabulary*. The ability to speak in a foreign language is very hard of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our reason to express our thoughts are all reflected in our spoken performance in a foreign

language. Being able to speak to friends, colleagues, visitors and even strangers, in their language and both of speakers can understand, is surely the goal of very many learners.

Weir explains how to test or to measure the students' speaking ability<sup>20</sup>.

1. Verbal Essay

The candidate or student is asked to speak for three minutes on either one or more specified general topics. The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to output.

2. Oral Presentation

The candidate is expected to give a short talk like on topic, which he has either been asked to prepare before hand or has been informed shortly before the test. This is different from 'speaking essay' described above in as far as the candidate is allowed to prepare for the task.

3. Free Interview

In this type of interview, the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advance.

4. Information Transfer

Description of a picture sequence.

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<sup>20</sup> Cyril J. Weir. *Communicative Language Testing*. (London: Prentice Hall, 2004), pp. 74-80

In this research, the oral presentation test will be used to assess students' speaking ability.

### **1. The Nature of Teaching Speaking**

The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Learners are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation.

Speaking skill is important part of curriculum in language teaching. Without speaking the students cannot achieve the good proficiency in English. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown says that "the ability to speak fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in". In nature of teaching speaking there are contributions of grammar, vocabulary and pronunciation<sup>21</sup>.

In addition, Grace states that:

Communicative language teaching technique allowed the language teacher to create activities which involved feature of personalization. It can make them very successful activities for the classroom. The feature of personalization can make students talk about themselves, their lives, their opinions, beliefs and experience<sup>22</sup>.

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<sup>21</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 140

<sup>22</sup> Grace Stovall Burnkart. 1998. "Modules for the Professional Preparation of Teaching Assistants in Foreign Languages". (Retrieved on February 20, 2011), <http://unr.edu/homepage/hayriye>

From definition above, it can be concluded that in teaching speaking, teachers should have the ability to guide students in order to increase students' speaking ability.

## **2. The Context of Barrier Games Strategy**

The Barrier Games is a teaching strategy that helps student in order to increase the ability of speaking and receptive skill namely listening. Barrier Games is simple activities based on giving and receiving instructions without relying on visual clues, such as gesture or facial expression. According to Palmer, Barrier Games is good way for student to find out whether their instructions are clear enough<sup>23</sup>. In addition, a barrier must be set up between the speaker and the listener/s. This can be a large book, a screen or anything else but it is important that the two parties cannot see each other.

They require student to interact and use language to complete a task. Different types of games can be played where the speaker gives instructions to the listener so that they both achieve the same result. With the barrier in place, the communication relies on clear communication from the speaker and good understanding and listening from the listener. According to Burgess, Barrier Games are ideal in pattern work and a great speaking and listening activity<sup>24</sup>. The students work in pair to play and it can also be adapted for group or whole class participation.

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<sup>23</sup> Sue Palmer. *"How to teach Writing Across the Curriculum"*. (New York: Routledge.2011), pp.3

<sup>24</sup> Dianne Burgess. *Pattern in Mathematics*. (Australia: R.I.C.Publication). p.iii

### 3. The Standard Procedure of Barrier Games Strategy

According to Gau the procedures of barrier games are<sup>25</sup>:

- a. the student work in pairs,
- b. it's suggested that the student sit face to face rather than side by side
- c. Place the barrier between the two so that they cannot see the material each other.
- d. Explain the Barrier Games and play it.
- e. The game continue with the second student to describe the material

Meanwhile, according to Heinemann, the teaching the procedures of barrier games are<sup>26</sup>;

#### 1. Preparing to play

- a. Introduce the game, making sure that students are familiar with any specialized vocabulary.
- b. Choose a capable student as a partner for the modeling session in which the barrier game is set up.
- c. Consolidate the steps by asking pairs of students to show how to set up the barrier game.

#### 2. Demonstrating the game

- a. Explain what a barrier game is
- b. Include some incomplete instructions during modeling which forces your partner to question for clarification

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<sup>25</sup> Hyru Gau. *Primary Concept: Realia Making Language Real*. (Berkeley: Primary Concept, 2010), p.29

<sup>26</sup> Rigby Heinemann. "Barrier games".3 (Retrieved on November 11, 2011).  
<http://faculty.nps.edu/awashburn/docs/BarrierGames2.pdf>

E.g. Teacher “Put on the bow tie”

Student, “Which one?”

Teacher “oh, sorry, I mean the big floppy one”

c. Show how to check at the end of the game

3. Ensure that students are all familiar with the game procedure

a. Let your partner know when you’re ready to start

b. Decide quickly who will be the ‘teacher’ first

c. Remember the no-looking rule

d. Think about your instruction before saying it

e. Ask a question if students don’t understand what to do

Meanwhile, based on ESL/ELD, the procedure of Barrier Games is<sup>27</sup>:

What Teachers Do	What Students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Decide on the image or instructions that the Speaker will describe to the Listener.</li> <li>• Explain to students how barrier games work.</li> <li>• Organize the students into pairs – one student (the Speaker), who holds the</li> </ul>	<ul style="list-style-type: none"> <li>• Determine who will take the role of Listener and Speaker, and then sit face-</li> </ul>

<sup>27</sup> ESL/ELD. 1995.” Think Literacy: Cross-Curricular Approaches, Grades 7-12”.pp.7 (Retrieved on December 11<sup>th</sup>, 2011), <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitESL.pdf>

<p>image without showing it to the Listener, gives direction to the other student (the Listener), who recreates the content. Note: Ensure all students have an opportunity to play both roles.</p> <ul style="list-style-type: none"> <li>• Give a file folder or an alternative to each pair of students to be used as a visual barrier between them. Give each Listener a piece of paper to record the image as instructed by the Speaker.</li> <li>• Provide the Speaker in each pair with the image or Student/Teacher Resource,</li> <li>• Allow an opportunity for students to clarify their understanding of the process.</li> </ul>	<p>to face with a barrier between them.</p> <ul style="list-style-type: none"> <li>• The Speaker may brainstorm and jot down key ideas for sharing with the Listener.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Circulate throughout room, observing and assessing students' proficiency in expressive and receptive language.</li> </ul>	<ul style="list-style-type: none"> <li>• The Speaker gives instructions to the Listener so that the Listener can recreate the image/activity according to directions given.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Have students show their image/activity to their partner.</li> <li>• Ask students to identify with their</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast images/activity.</li> <li>• Listener and Speaker discuss strengths, needs, and possible next steps</li> </ul>

<p>partner key strategies they used and roadblocks that they encountered during this activity.</p> <ul style="list-style-type: none"> <li>• Invite students to engage in a whole group discussion about what helped/hindered them in the Speaker's directions and the Listener's interpretation.</li> <li>• Record key group findings about communicative competence and highlight next steps to facilitate future oral communication activities.</li> </ul>	<p>for improved communication.</p> <ul style="list-style-type: none"> <li>• Partners contribute to whole class discussion and share findings about what helped and hindered.</li> <li>• Contribute to class chart key components of effective instructions/directions.</li> </ul>
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Furthermore, Bourne states that Barrier Games can be performed by asking pupils to sit opposite each other and place a barrier such as a large book between them or they could sit back-to-back<sup>28</sup>.

#### **4. The Variations of Barrier Games Strategy**

There are varieties of ways to set up a successful Barrier Games. According to Heinemann, Barrier games can be made more complex and challenging<sup>29</sup>:

- a. By choosing materials that need specialized vocabulary (e.g. by linking games to specific topics or curriculum themes, or by using more detailed

<sup>28</sup> Alice was Bourne. *EAL Pocketbooks*. (United Kingdom: Efex.Ltd.2011).pp.78

<sup>29</sup> Rigby Heinemann, *Op.Cit.*, p. 4



pictures). This extension requires the speaker to provide more information in each instruction and encourages the listener to remember more items of information.

- b. Students can suggest different or more complicated methods of playing the games (e.g. don't provide instructions so the children have to ask questions, limit the number of questions that can be asked in each round, deliberately omitting information from the instruction, ban certain words, give instructions using the opposite term)

Based on Stuckey, variation on Barrier games are<sup>30</sup>;

- a. Increase the difficulty level, have the children give two or more directions at a time.
- b. To practice social skills, have the children work together in teams of two or more on each side of the barrier.
- c. To work on narrative skills, have the children create a story about the scene and the people or characters in it.

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<sup>30</sup> Kevin Stuckey, 2009. "Barrier Games—Do You See What I See?". (Super Duper® Publications) pp. 228

Furthermore, According to Wolley, Barrier games can be set up using visualization strategy in conjunction with graphic organizers use distinctive shape and colors for nodes representing different type of concepts<sup>31</sup>. Moreover, there are 8 types of basic barrier games, they are;

a. Simple Sequencing or Pattern Making

Describe successive items in a sequence such as threading beads or coloring in a pattern.

b. Matching Pairs

Take turns to describe an object or picture. One player describes an item until the listener locates and displays its matching pair. Repeat the process until all items are paired.

c. Assembly

Assemble pictures or objects from a choice of component parts (e.g. making a clown's face).

d. Construction

Describe the steps in building a particular construction (e.g. a logo construction). One student holds a piece of paper with a drawing on it; the other student holds a blank piece of paper. The student with the drawing on the paper gives instructions to the other so that they are able to create a similar drawing.

Example: Tangrams

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<sup>31</sup> Garry Wolley, *Op.Cit.*, p. 91-92

The Speaker describes a shape and its placement and the Listener creates a figure as described using tangram pieces. Tangrams are an ancient form of puzzle developed by the Chinese. The puzzle involves seven geometric shapes that can be moved to create multiple shapes, including geometric figures and animals.

e. Location

Choose and place items in relation to each other on a picture board (e.g. making a street scene).

f. Grids

Describe the position of marker objects on a picture grid (e.g. attribute blocks on a 3x3 grid). Student can use local road maps. 'Battleships' is based on this game.

g. Route Finding

Describe how to get from one point on a map to a specified location. The listener draws the route on the corresponding map. Students each hold an identical map. Through explicit instructions, one student provides instructions to the other to move from one location to a predetermined final location.

h. Spotting Differences

In this variation, each student holds a picture with minimal differences in the details. Through conversation and questioning, each student describes their picture in order to identify what the differences are.

## 5. The Advantages of Barrier Games strategy

According to Heinemann, there are some advantages from Barrier Games, they are<sup>32</sup>;

1. Speakers learn to give explicit and complete information to listeners (e.g. it's not sufficient to say "Put it there").
2. Listeners learn to monitor information and use questions to clarify or gain further information. These are important skills for independent learning.
3. Students are encouraged to work in pairs and develop negotiating skills
4. Encourage the student to think about their performance and develop more successful ways of giving instructions.
5. Vocabulary related to the task is reinforced (e.g. students begin to use a variety of nouns, attributes or location words).
6. Barrier games provide opportunities to teach skills to repair conversations when they break down (e.g. "Can you say that again, please?" "Which one is the stripy hat?")

Moreover, according to Stuckey states that the barrier game format is perfect for improving receptive and expressive language skills<sup>33</sup>, such as:

- a. Listening carefully to directions and details.
- b. Giving clear and concise directions.
- c. Questioning for clarification and accuracy.

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<sup>32</sup> Rigby Heinemann, *Op.Cit.*, p. 1

<sup>33</sup> Kevin Stuckey, *Loc.Cit.*

- d. Comprehending and expressing basic concepts.
- e. Storytelling.
- f. Using and understanding vocabulary.
- g. Using describing words such as adjectives, adverbs, and prepositions.
- h. Discussing and reflecting on an activity.

## 6. Descriptive text

Descriptive texts are the texts which are used to describe about a particular place, person or thing. Its purpose is to describe and reveal a particular person, place, or thing<sup>34</sup>.

The Generic Structure of Descriptive Text usually has two components: (1) Identification; identifying the phenomenon to be described, (2) description; describing the phenomenon in parts, qualities, or/and characteristics.

The descriptive text has dominant language features as follows:

### 1. Using Simple Present Tense

For example; *is, am, are, do*, and symbolized by Verb I

### 2. Using Action Verbs.

For example: *go, walk, run, swim, hit*.

### 3. Using Passive Voice

For example: *To be + V3*. The rice is eaten by me.

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<sup>34</sup>Kusiem. (Retrieved on January 11<sup>th</sup>,2012)  
<http://descriptivetext83.blogspot.com/2009/08/what-is-descriptive-text-part-2.html>

#### 4. Using Noun Phrase

For example: *John was late.* ('John' is the noun phrase functioning as the subject of the verb.)

#### 5. Using Adverbial Phrase

For example; the carpenter hit the nail *with a hammer*<sup>35</sup>.

#### 6. Using attributive *has* and *have*

#### 7. Using General and Abstract Noun<sup>36</sup>.

General Noun: Common nouns refer to general, unspecific categories of entities. Whereas *Nebraska* is a proper noun because it signifies a specific state, the word *state* itself is a common noun because it can refer to any of the 50 states in the United States. *Harvard* refers to a particular institution of higher learning, while the common noun *university* can refer to any such institution

Abstract Noun: More ethereal, theoretical concepts use abstract nouns to refer to them. Concepts like *freedom*, *love*, *power*, and *redemption* are all examples of abstract nouns.

*They **hate** us for our **freedom**. All you need is **love**. We must fight the **power**.*

In these sentences, the abstract nouns refer to concepts, ideas, philosophies, and other entities that cannot be concretely perceived.

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<sup>35</sup> [University of Victoria's English Language Centre](http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/advphr.htm). "Adverb Phrases" 1998, Revised 2011 (Retrieved on January 11<sup>th</sup>, 2012)

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/advphr.htm>

<sup>36</sup> Types of Nouns. (Retrieved on January 11<sup>th</sup>, 2012)  
<http://grammar.yourdictionary.com/parts-of-speech/nouns/Types-of-Nouns.html>

## 8. Using Conjunction of Time and Cause-Effect.

Conjunction: The part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The common conjunctions time and cause effect-- *After, as soon as, as long as, before, once, still, till, until, when, whenever, while, as, because, in order that, since, so that*<sup>37</sup>.

### B. The Relevant Research

To avoid the same title used in the research, then the writer shows the relevant researches which were done by two previous students of English Education Department of UIN SUSKA RIAU. First, the research conducted by Musdalifah entitled the influence of using picture series in teaching speaking toward students' speaking achievement at the second year students of MAN Rengat. She found that by using picture series, there was significance in teaching speaking toward the students' speaking achievement<sup>38</sup>. Furthermore, the research that will be conducted by the writer has differences. The writer uses Barrier Games Strategy in increasing speaking ability of students at the first year of Islamic Senior High School 2 Model Pekanbaru. Second, the research conducted by Susi Yamiarsih entitled the effectiveness of using picture chart in learning English speaking at the fifth year school 021 Sungai Lala. In her data analysis, it shows the students taught by using group work picture chart technique can

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<sup>37</sup>Richard Nordquist.2012. "[Grammar & Composition](http://grammar.about.com/od/rs/g/subordconj.htm)" (Retrieved on January 11<sup>th</sup>,2012)

<sup>38</sup>Musdalifah. The Influence of Using Picture Series In Teaching Speaking toward Students' Speaking Achievement at the Second Year Students of MAN Rengat. (Pekanbaru: Unpublished, 2005), pp. 1

increase the students' speaking ability<sup>39</sup>. It is different from this research. In this research, the writer uses Barrier Game Strategy to give effect toward students' speaking ability at the first year of Islamic Senior High School 2 Model Pekanbaru.

### **C. The Operational Concept**

The operational concept is the concept used in accordance with review of related literature. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variables used in this study. The indicators are clue and strategies applied in the implementation of various methods. The indicators are:

1. The use of Barrier Games Strategy in teaching speaking as the independent variable is symbolized by "x". The indicators are:
  - a. Teacher introduces and explains about the barrier games to the students.
  - b. Teacher divides the students into 6 groups and gives them a question about the topic.
  - c. Teacher gives a file folder or an alternative to each pair of students to be used as a visual barrier between them. Give each Listener a piece of paper to record the image as instructed by the Speaker.
  - d. Teacher provides the speaker in each pair with the image or student/teacher resource,

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<sup>39</sup>Susi Yamiarsih. The Effectiveness of Using Picture Chart in Learning English Speaking at the Fifth Year School 021 Sungai Lala. (Pekanbaru: Unpublished, 2005), pp. 1



- e. Allow an opportunity for students to clarify their understanding of the process
  - f. Teacher circulates throughout room, observing and assessing students' proficiency in expressive and receptive language.
  - g. Teacher has students show their image/activity to their partner.
  - h. Teacher asks students to identify with their partner key strategies they used and roadblocks that they encountered during this activity.
  - i. Teacher invites students to engage in a whole group discussion about what helped/hindered them in the Speaker's directions and the Listener's interpretation.
  - j. Teacher records key group findings about communicative competence and highlight next steps to facilitate future oral communication activities.
2. The students' speaking ability as the dependent variable is symbolized by "y". Based on the limitation of the problem that the text used by researcher is descriptive text. Because of that the indicators of students' speaking ability of descriptive text are as follows:
- a. Students are able to describe a topic of particular thing, person, or place in descriptive text with good English grammar.
  - b. Students are able to express their description of the topic fluently.
  - c. Students are able to provide well constructed experiences in describing topic given.
  - d. Students are able to respond the topic with good English grammar.

- e. Students are able to identify their descriptive of the topic fluently.
- f. Students are able to ask opinions from speaker/listener with accurate English pronunciation.

## **D. The Assumption and the Hypothesis**

### **1. The Assumptions**

Before formulating the hypothesis as temporary answer of the problems, the writer would like to present some assumptions:

- a. Students' ability in speaking about descriptive text is various.
- b. Barrier games strategy can influence students' speaking ability in descriptive text.

### **2. The Hypothesis**

#### **a. Null hypothesis ( $H_0$ )**

There is no a significant difference of students' speaking ability between the students who are taught by using barrier games strategy and those who are not taught at the first year of Islamic Senior High School 2 Model Pekanbaru.

#### **b. Alternative Hypothesis ( $H_a$ )**

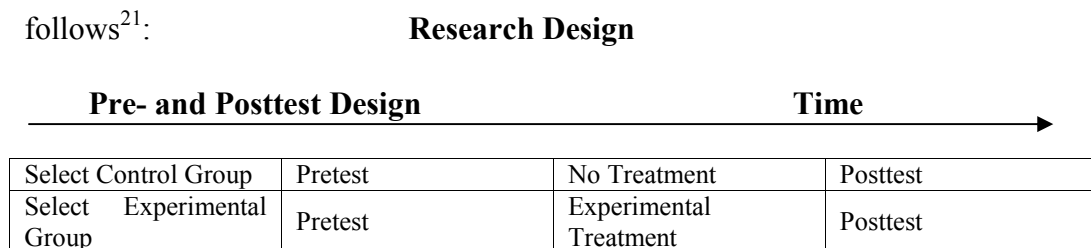
There is significant difference of students' speaking ability between the students who are taught by using barrier games strategy and those who are not at the first year of Islamic Senior High School 2 Model Pekanbaru.

### CHAPTER III

#### METHOD OF THE RESEARCH

##### A. The Research Design

The research design is quasi-experimental research. According to Gay and Airasian, in order to receive permission to use schoolchildren in a research, a researcher often has to agree to keep students in existing classrooms intact<sup>20</sup>. Thus, entire classrooms, not individual students, are assigned to treatments. This design is referred to as quasi-experimental design. In this research, the writer used pre- and posttest design. In conducting this research, two classes of the first year students of Islamic Senior High School 2 Model Pekanbaru were participated. The writer assigned the experimental and control class, administered a pretest to both groups, conducted experimental treatment activities with the experimental group only and then administered a posttest in order to assess the differences between the two groups. According to Creswell, the research design can be illustrated as follows<sup>21</sup>:



**Figure 3.1** Research Design

<sup>20</sup> L. R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6<sup>th</sup> Edition*. (New Jersey: Prentice Hall, Inc, 2000), pp. 394

<sup>21</sup> Jhon. W Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Prentice Hall, 2008), pp. 314

**B. The Time and the Location of the Research**

The research was conducted at Islamic Senior High School 2 Model Pekanbaru. It is located in Jalan Diponegoro No. 55 Pekanbaru. It was conducted from April to May 2012.

**C. The Subject and The Object of the Research****1. The Subject of the Research**

The Subject of this research was the students at the first year students of Islamic Senior High School 2 Model Pekanbaru.

**2. The object of the Research**

The object of this research was the effect of Barrier Games strategy toward students' speaking ability.

**D. The Population and the Sample of the Research**

The population of this research was the first year students of Islamic Senior High School 2 Model Pekanbaru in 2011/2012 academic year. The school had 7 classes which consisted of 4 classes for science department and 3 classes for social department. The number of the first year students of Islamic Senior High School 2 Model Pekanbaru in 2011/2012, they were 226 students.

**TABLE III. 1**  
**THE TOTAL POPULATION OF THE FIRST YEAR OF ISLAMIC**  
**SENIOR HIGH SCHOOL 2 MODEL PEKANBARU IN 2011-2012**

<b>No</b>	<b>Class</b>	<b>Total</b>
1	X IPA I	34
2	X IPA 2	35
3	X IPA 3	35
4	X IPA 4	35
5	X IPS 1	29
6	X IPS 2	29
7	X IPS 3	29
<b>Total</b>		226

Based on the research design, the writer took only two classes for the samples taken by using Random Sampling Technique. Random Sampling Technique refers to sampling taken in a random data<sup>22</sup>. Moreover, each individual has an equal chance of being selected<sup>23</sup>. They were the X IPA 3 students that were control group and X IPA 2 students were experimental group.

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<sup>22</sup> Saroj K. Pal. *Statistics for Geoscientist Techniques and Applications* (New Delhi: Concept Publishing Company. 1998), p. 256

<sup>23</sup> Frederick J Gravetter and Lori-Ann B. Forzano. *Research Methods for the Behavioral Science* (USA: Linda Schreiber-Ganster. 2012), p. 144 (Frederick. J Gravetter and Lori-Ann B. Forzano, 2012)

### **E. The Technique of Collecting Data**

The researcher used *test* to collect the data. The test was *oral presentation test*.

Oral Presentation Test was used to collect data about student's speaking ability in descriptive text. Oral Presentations Test was divided in two:

#### **a. Pre-Test**

Pre- Test was used to collect data about students' speaking ability in descriptive text before getting treatment for experimental class and before getting no treatment in control class. The test was administered to X IPA 2 as experimental class and X IPA 3 as control class

#### **b. Post-Test**

Post- Test was used to collect data about students' speaking ability in descriptive text after getting treatment for experimental class and after getting no treatment in control class. The test was administered to X IPA 2 as experimental class and X IPA 3 as control class

After giving pretest, the researcher applied the treatment. Here the blueprint of the treatment.

**TABLE III. 2**  
**THE BLUEPRINT OF TREATMENT**

<b>MEETINGS</b>	<b>SUBJECT METHOD</b>
<b>Meeting 1</b>	a. Responding and understanding text monologue of descriptive text and recorded.
<b>Meeting 2</b>	a. Responding and describing ideas about location of place in the school
<b>Meeting 3</b>	a. Responding and describing ideas about location of the Map of Australia
<b>Meeting 4</b>	a. Responding and describing ideas about descriptive text
<b>Meeting 5</b>	a. Responding the meaning in the simple monologue text of descriptive text b. Expressing the meaning in the simple monologue text of descriptive text
<b>Meeting 6</b>	a. Expressing to short functional text about location orally b. Describing about short functional text
<b>Meeting 7</b>	a. Responding and analyzing the descriptive text b. Describing about location of places.
<b>Meeting 8</b>	a. Expressing the meaning in the simple monologue text which uses various oral languages accurately, fluently, and contextually and recorded

#### **F. The Technique of Data Analysis**

The researcher scored the students' speaking ability according to categories developed by Hughes. According to Hughes, there are some components that should be considered in giving students' speaking ability score: They are accent,

grammar, vocabulary, fluency, and comprehension<sup>24</sup>. So, Hughes describes the rating as follows:

### 1. Accent

**TABLE III. 3**

#### **Accent**

<b>Category</b>	<b>Requirement</b>
6	Native pronunciation, with no trace of “foreign accent”.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
3	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible.

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<sup>24</sup> Arthur Hughes. *Testing for Language Teachers*. (United Kingdom: Cambridge University, 1989), pp. 111- 112



## 2. Grammar

**TABLE III. 4**

### **Grammar**

<b>Category</b>	<b>Requirement</b>
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
1	Grammar almost entirely inaccurate expert in stock phrases.

### 3. Vocabulary

**TABLE III. 5**

**Vocabulary**

<b>Category</b>	<b>Requirement</b>
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussions of any non-technical subject with some circumlocutions..
3	Choice of words sometime inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for even the simplest conversations.

#### 4. Fluency

**TABLE III. 6**

**Fluency**

<b>Category</b>	<b>Requirement</b>
6	Speech on all professional and general topics as effortless and smooth as native speaker's
5	Speech is effortless and smooth, but perceptively non-active in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven except for short routine sentence.
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

## 5. Comprehension

**TABLE III. 7**  
**Comprehension**

<b>Category</b>	<b>Requirement</b>
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversations except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understand quite well normal educated speech when engaged in a dialogue, but require the occasional repetitions and rephrasing.
3	Understand careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetitions and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constants repetition and rephrasing.
1	Understand to little for the simple types of conversations.

To classification the percentage of students' speaking ability can be drawn as follows<sup>25</sup>:

**TABLE III. 8**  
**THE PERCENTAGE OF IMPLEMENTATION OF**  
**BARRIER GAMES STRATEGY**

Score	Classification
81-100%	Very Good
61-80%	Good
41-60%	Enough
21-40%	Less
<21%	Very less

So, based on the description above, the classification of the students' Speaking ability can be drawn as follows<sup>26</sup>

**TABLE III.9**  
**CLASSIFICATION OF THE STUDENTS' SCORE IN TERM OF THE**  
**LEVEL OF ABILITY**

Score	Classification
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
30-39	Fail

<sup>25</sup> Suharsimi Arikunto. 2009. *Evaluasi Program Pendidikan*. (Jakarta: Bumi Aksara), p. 35

<sup>26</sup> Suharsimi Arikunto. 2009. *Dasar- Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara), p. 245

In Islamic Senior High School 2 Model Pekanbaru, they use the following form to assess the speaking ability of students.

**TABLE III.10**  
**ASSESSMENT ASPECTS OF SPEAKING MONOLOGUE**  
**DESCRIPTIVE TEXT**

No	Aspects Assessed	Score					
		1	2	3	4	5	6
1	Accent					For native speaker	
2	Grammar						
3	Vocabulary						
4	Fluency						
5	Comprehension						
Total							
Maximum Score		20					

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

So, this research used this technique in giving score to the speaking ability of students.

To analyze the implementation of teaching English through English, the researcher use formula<sup>27</sup>:

$$P = \frac{F}{N} \times 100 \%$$

Where :        P        = Total Percentage

                  F        = Frequency

                  N        = Total

In order to analyze students' speaking ability, the writer used graduated standard of English lesson in Islamic Senior High School 2 Model Pekanbaru (SKL) that is 75 for students' speaking ability, it means for students who get score < 75, they do not pass graduated standard (SKL), while for students who get score  $\geq 75$ , they pass graduated standard (SKL).

In addition, to find out whether there is a significant difference of speaking ability between the student who are taught by using Barrier Games strategy and students who are not taught at the first year of Islamic Senior High School 2 Model Pekanbaru, the speaking ability assed by two raters and the data were analyzed statistically. The raters are lecturer of speaking. They are Yasir Amri, M.Pd and Paidi Gusmuliana, M.Pd. The writer gave the recorded data of students speaking ability before and after taught by using barrier games strategy for experimental classes to the raters and providing the raters the transcriptions of them. In addition, the writer also gave the recorded data of students speaking ability before and after using contextual teaching learning for control classes to

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<sup>27</sup> Anas Sudijono, 2000. *Pengantar Statistik Pendidikan*. (Jakarta: PT Grafindoe Persada). pp. 40

the raters and providing the transcriptions of students speaking ability as well. In analyzing the data, the writer used score of post-test from experimental and control groups. The different mean was analyzed by using T-Test formula through using SPSS 16 Version.

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$  = The value of t – obtained

$M_x$  = Mean score of post- test

$M_y$  = Mean score of pre-test

$SD_x$  = Standard deviation of post-test

$SD_y$  = Standard deviation of post-test

The t-test is obtained by considering the degree of freedom (df) as follows:

$$df = (N_1 + N_2) - 2.$$

Statistically the hypotheses are:

$$H_o: t_o < t\text{-table}$$

$$H_a: t_o > t\text{-table}$$

$H_o$  is accepted if  $t_o < t$  table or there is no significant difference of speaking ability between the students who are taught by using Barrier Games Strategy and students who are not taught at the first



$H_a$  is accepted if  $t_o > t\text{-table}$  or there is significant difference of speaking ability between the students who are taught by Barrier Games Strategy and students who are not taught at the First year of Islamic Senior High School 2 Model Pekanbaru.

### **G. The Validity and the Reliability of the Test**

According to Brown that reliability has to do with accuracy of measurement<sup>28</sup>. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, the Mean and Standard Deviation of test should be calculated first. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

Validity and reliability of test items is related in terms that a test is possible to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable. To know the reliability of

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<sup>28</sup> H. Douglas Brown, *Op.Cit.*, pp. 19-27

the test, the writer used product moment formula<sup>29</sup> that was analyzed by using SPSS 16 Version.

The  $r$  product moment can be obtained by considering the degree of freedom (df) as follows:

$$df = N - nr$$

$N$  = number of cases

$nr$  = the total variable correlated

Statistically the hypotheses are:

$$H_0: r_o < r_t$$

$$H_a: r_o \geq r_t$$

$H_0$  is accepted if  $r_o < r_t$  or there is no significant correlation between pre-test and post-test.

$H_a$  is accepted if  $r_o \geq r_t$  or there is significant correlation between pre-test and post-test.

The following table describes the correlation between score of pre-test and post-test.

**TABLE III. 11**  
**Inter-Item Correlation Matrix of Experimental Class**  
**(X IPA 2)**

	<b>Post-test</b>	<b>Pre-test</b>
<b>Post-test</b>	1.000	.749
<b>Pre-test</b>	.749	1.000

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<sup>29</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2006), 170.

From the table, it can be seen that the coefficient of correlation product moment ( $r_o$ ) between post-test and pre-test is 0.749. Before comparing it to  $r$  table ( $r_t$ ), we have to obtain the degree of freedom (df).

$$df = N - nr$$

$$df = 35 - 2$$

$$df = 33$$

After obtaining the degree of freedom (df), the coefficient of correlation product moment ( $r_o$ ) is compared to  $r$  table ( $r_t$ ) either at 5% or 1%. At level 5%,  $r_t$  is 0,325 and at level 1%,  $r_t$  is 0, 418. Based on  $r$  table, it can be analyzed that  $r_o$  is higher than  $r$  table at level 5% and 1%. In other word, we can read  $0,325 < 0,749 > 0,418$ . So that, the writer can conclude that  $H_o$  is rejected and  $H_a$  is accepted. It means that there is significant correlation between pre-test and post-test. In other word, the test both pre-test and post-test used by the writer is reliable.

**TABLE III. 12**  
**Inter-Item Correlation Matrix of Control Class**  
**(X IPA 3)**

	<b>Post-test</b>	<b>Pre-test</b>
<b>Post-test</b>	1.000	.834
<b>Pre-test</b>	.834	1.000

From the table, it can be seen that the coefficient of correlation product moment ( $r_o$ ) between post-test and pre-test is 0.834. Before comparing it to  $r$  table ( $r_t$ ), we have to obtain the degree of freedom (df).

$$df = N - nr$$

$$df = 35 - 2$$

$$df = 33$$

After obtaining the degree of freedom (df), the coefficient of correlation product moment ( $r_o$ ) is compared to  $r$  table ( $r_t$ ) either at 5% or 1%. At level 5%,  $r_t$  is 0,325 and at level 1%,  $r_t$  is 0, 418. Based on  $r$  table, it can be analyzed that  $r_o$  is higher thn  $r$  table at level 5% and 1%. In other word, we can read  $0,325 < 0,834 > 0,418$ . So that, the writer can conclude that  $H_o$  is rejected and  $H_a$  is accepted. It means that there is significant correlation between pre-test and post-test. In other word, the test both pre-test and post-test used by the writer is reliable.

## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA ANALYSIS**

#### **A. The Description of the Data**

The purpose of this research was to know the students' speaking ability before and after taught by using barrier games strategy and to know whether or not there is a significant effect of the students' speaking ability which was taught by using barrier games strategy. The data of the research were the scores of students' pre-test and post-test. Before treatment, the researcher gave pre-test and post-test. The speaking test was about describing things, person, or place (descriptive text) evaluated based on five components: accent, grammar, vocabulary, fluency and comprehension. Each component has score category.

#### **B. The Data Presentation**

As mentioned earlier, the data of this research were gotten from pre-test and post-test. The data were collected through the following procedures:

- a. The students were given pre-test. They were asked to do an oral presentation of descriptive text before taught by using barrier games strategy.
- b. After several meetings, the students were given post-test. They were asked to do an oral presentation of descriptive text being taught by using barrier games strategy.

- c. The students' speaking was recorded by the researcher and was backed up into CD. Then, it was collected to evaluate the appropriate of accent, grammar, vocabulary, fluency and comprehension.
- d. The researcher used two raters to score the students' speaking ability.
- e. The researcher collected and summed up raters' scores to get each student's score.

### 1. Description of Students' Pre-test Scores

The results of students' pre-test score are presented in the following table:

**Table IV. 1**  
**THE DISTRIBUTION OF FREQUENCY OF**  
**STUDENTS' PRE-TEST SCORES OF EXPERIMENTAL CLASS**  
**(X IPA 2)**

Score	Frequency	Percentage (%)
52.5	1	2.85 %
55	1	2.85 %
57.5	5	14.28 %
60	1	2.85 %
62.5	1	2.85 %
65	8	22.85 %
67.5	8	22.85 %
70	4	11.42 %
72.5	1	2.85 %
75	1	2.85 %
77.5	2	5.71 %
80	1	2.85 %
85	1	2.85 %
<b>Total</b>	<b>35</b>	<b>100%</b>

Table IV.1 shows that 1 students got score 52.5 (2.85%), 1 student got score 55 (2.85%), 5 students got score 57.5 (14.28%), 1 students got score 60

(2.85%), 1 student got score 62.5 (2.85%). 8 students got 65 (22.85%), 8 students got 67,5 (22.85%), 4 students got 70 (11.425), 1 student got 72.5 (2.85%), 1 student got 75 (2.85%), 2 students got 77.5 (5.71%), 1 student got 80 (2.85), and 1 student got 85 (2.85%). The data indicated that 16 students got the highest frequency and obtained score 65 and 67.5. The total frequency was 35. Based on the data obtained, there were 30 students who did not get score  $\geq 75$ . It means only 5 students pass the passing standard score (SKL) stated by Islamic Senior High School 2 Model Pekanbaru.



**Table IV. 2**  
**THE DISTRIBUTION OF FREQUENCY OF**  
**STUDENTS' PRE-TEST SCORES OF CONTROL CLASS**  
**(X IPA 3)**

<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
50	3	8.57 %
55	1	2.85 %
57.5	2	5.71 %
60	2	5.71 %
62.5	4	11.42 %
65	2	5.71 %
67.5	6	17.14 %
70	6	17.14 %
72.5	3	8.57 %
75	4	11.42 %
77.5	1	2.85 %
87.5	1	2.85 %
<b>Total</b>	<b>35</b>	<b>100%</b>

Table IV.2 shows that 3 students got score 50 (8.57%), 1 student got score 55 (2.85%), 2 students got score 57.5 (5.71%), 2 students got score 60 (5.71%), 4 students got score 62.5 (11.42%). 2 students got 65 (5.71%), 6 students got 67,5 (17.14%), 6 students got 70 (17.14%), 3 students got 72.5 (8.57%), 4 students got 75 (11.42%), 1 student got 77.5 (2.85%), and 1 student

got 87.5 (2.85%). The data indicated that 12 students got the highest frequency and obtained score 67.5 and 70. The total frequency was 35. Based on the data obtained, there were 29 students who did not get score  $\geq 75$ . It means only 6 students pass the passing standard score (SKL) stated by Islamic Senior High School 2 Model Pekanbaru.

## 2. Description of Students' Post-test Scores

The following table is the data of students' post-test score.

**Table IV. 3**  
**THE DISTRIBUTION OF FREQUENCY OF**  
**STUDENTS' POST-TEST SCORES OF EXPERIMENTAL CLASS**  
**(X IPA 2)**

<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
65	1	2.85 %
67.5	1	2.85 %
72.5	1	2.85 %
75	4	11.42 %
77.5	3	8.57 %
80	6	17.14 %
82.5	8	22.85 %
85	3	8.57 %
87.5	3	8.57 %
90	3	8.57 %
95	2	5.71 %
<b>Total</b>	<b>35</b>	<b>100%</b>

Table IV.3 shows that 1 student got score 65 (2.85%), 1 student got 67,5 (2.85%), 1 student got 72.5 (2.85%), 4 students got 75 (11.42%), 8 students got 77.5 (8.57%), 6 students got 80 (17.14%), 8 students got 82.5

(22.85%), 3 students got 85 (8.57%), 3 students got 87.5 (8.57%), 3 students got 90 (8.57%), and 2 students got 95 (5.71%). The data indicated that 8 students got the highest frequency and obtained score 82.5. The total frequency was 35. Based on the data obtained, there were 3 students who did not get score  $\geq 75$ . It means 32 students pass the passing standard score (SKL) stated by Islamic Senior High School 2 Model Pekanbaru.

**Table IV. 4**  
**THE DISTRIBUTION OF FREQUENCY OF**  
**STUDENTS' POST-TEST SCORES OF CONTROL CLASS**  
**(X IPA 3)**

<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
52.5	2	5.71 %
55	1	2.85 %
60	2	5.71 %
62.5	1	2.85 %
65	4	11.42 %
67.5	5	14.28 %
70	7	20 %
72.5	4	11.42 %
75	3	8.57 %
77.5	4	11.42 %
80	1	2.85 %
90	1	2.85 %
<b>Total</b>	<b>35</b>	<b>100%</b>

Table IV.4 shows that 2 students got score 52.5 (5.71 %), 1 student got 55 (2.85%), 2 students got 60 (5.71%), 1 student got 62.5 (2.85%), 4 students got 65 (11.42%), 4 students got 67.5 (14.28%), 7 students got 70 (20%), 4 students got 72.5 (11.42%), 3 students got 75 (8.57%), 4 students got 77.5 (11.42%), 1 student

got 80 (2.85%), and 1 student got 90 (2.85%). The data indicated that 7 students got the highest frequency and obtained score 70. The total frequency was 35. Based on the data obtained, there were 26 students who did not get score  $\geq 75$ . It means, 9 students pass the passing standard score (SKL) stated by Islamic Senior High School 2 Model Pekanbaru.

### **C. The Data Analysis**

The data analysis is presented based on the statistical result followed by the discussion about the difference of using barrier games strategy on students' speaking ability at the first year of Islamic Senior High School 2 Model Pekanbaru. The data were divided into two parts, they were pre-test and post-test. The data were analyzed by using t-test statistics through SPSS version 16.

### 1. Data Analysis of Students' Pre-Test Scores

The data of students' pre-test were scores of their speaking ability on descriptive text. The data are as follows:

**Table IV. 5**  
**STUDENTS' PRE-TEST SCORES**  
**EXPERIMENTAL CLASS (X IPA2)**

<b>Score (X)</b>	<b>Frequency (f)</b>	<b>Fx</b>	<b>Passing standard</b>
52.5	1	52.5	Failed
55	1	55	Failed
57.5	5	287.5	Failed
60	1	60	Failed
62.5	1	62.5	Failed
65	8	520	Failed
67.5	8	540	Failed
70	4	280	Failed
72.5	1	72.5	Failed
75	1	75	Passed
77.5	2	155	Passed
80	1	80	Passed
85	1	85	Passed
<b>Total</b>	<b>35</b>	<b>2325</b>	

Based on the data above, 30 students could not pass the passing standard (SKL) in which the obtained score was smaller than 75, while 5 students could pass the standard (SKL) whose score greater than 75.

The calculation of percentage of students who did not pass the passing standard score is as follows:

$$= 30.35 \times 100\%$$

$$= 85.72\%$$

The calculation of percentage of students who passed the passing standard score is as follows:

$$= 5.35 \times 100$$

$$= 14.28\%$$



**Table IV. 6**  
**STUDENTS' PRE-TEST SCORES**  
**CONTROL CLASS (X IPA3)**

<b>Score (X)</b>	<b>Frequency (f)</b>	<b>Fx</b>	<b>Passing standard</b>
50	3	150	Failed
55	1	55	Failed
57.5	2	115	Failed
60	2	120	Failed
62.5	4	250	Failed
65	2	130	Failed
67.5	6	405	Failed
70	6	420	Failed
72.5	3	217.5	Failed
75	4	300	Passed
77.5	1	77.5	Passed
87.5	1	87.5	Passed
<b>Total</b>	<b>35</b>	<b>2327.5</b>	

Based on the data above, 29 students could not pass the passing standard (SKL) in which the obtained score was smaller than 75, while 6

students could pass the standard (SKL) whose score greater than 75. The calculation of percentage of students who did not pass the passing standard score is as follows:

$$= 29:35 \times 100\%$$

$$= 82.85\%$$

The calculation of percentage of students who passed the passing standard score is as follows:

$$= 6:35 \times 100\%$$

$$= 17.15\%$$

## **2. Data Analysis of Students' Post-Test Scores**

The data of students' post-test scores were obtained from the result of their speaking ability on presenting a descriptive text. The data can be described as follows:

**Table IV. 7**  
**STUDENTS' POST-TEST SCORES OF EXPERIMENTAL CLASS**  
**(X IPA 2)**

<b>Score (X)</b>	<b>Frequency(f)</b>	<b>Fx</b>	<b>Passing standard</b>
65	1	65	Failed
67.5	1	67.5	Failed
72.5	1	72.5	Failed
75	4	300	Passed
77.5	3	232.5	Passed
80	6	480	Passed
82.5	8	660	Passed
85	3	255	Passed
87.5	3	262.5	Passed
90	3	270	Passed
95	2	190	Passed
<b>Total</b>	<b>35</b>	<b>2855</b>	

The data presented on Table IV.9 above, 3 students could not pass the passing standard (SKL) in which the obtained score was smaller than 75, while 32 students could pass the standard (SKL) whose score greater than 75.

The percentage of students which could not pass the graduated standard is as follows:

$$= 3:35 \times 100$$

$$= 8.57\%$$

Students who could pass the passing standard were 32. The percentage of students who passed the passing standard score is as follows:

$$= 32:35 \times 100$$

$$= 91.43\%$$

**Table IV. 8**  
**STUDENTS' POST-TEST SCORES OF CONTROL CLASS**  
**(X IPA 3)**

Score (X)	Frequency(f)	Fx	Passing standard
52.5	2	105	Failed
55	1	55	Failed
60	2	120	Failed
62.5	1	62.5	Failed
65	4	260	Failed
67.5	5	337.5	Failed
70	7	490	Failed
72.5	4	290	Failed
75	3	225	Passed
77.5	4	310	Passed
80	1	80	Passed
90	1	90	Passed
<b>Total</b>	<b>35</b>	<b>2425</b>	

The data presented on Table IV.11 above, 26 students could not pass the passing standard (SKL) in which the obtained score was smaller than 75, while 9 students could pass the standard (SKL) whose score greater than 75. The percentage of students which could not pass the graduated standard is as follows:

$$= 26.35 \times 100$$

$$= 74.29\%$$

Students who could pass the passing standard were 9. The percentage of students who passed the passing standard score is as follows:

$$= 9.35 \times 100$$

$$= 25.71\%$$

### 3. Data Analysis Using T-test Statistics

**TABLE IV. 9**

**Paired Samples Test**

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experimental class – control class	7.392	9.80583	1.17202	7.626669	7.159045	6.3078	69	.000

Based on the table above, it could be seen that mean is 7.392, standard deviation is 9.80583,  $t_o$  is 6.3078 and df is 69. Then,  $t_o$  is compared to  $t_t$  at level 5% and 1%. At level 5% is 2.00 and 2.65 at level 1%. It could be read  $2.00 < 6.3078 > 2.65$ . It's mean that  $H_a$  is accepted and  $H_o$  is rejected. The conclusion is there is significant difference of speaking ability between the students who are taught and not by using barrier games strategy at the first year of Islamic Senior High School 2 Model Pekanbaru.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the findings as described in chapter IV, research on the difference of speaking ability of students who are taught and not by using barrier games strategy at the first year of Islamic Senior High School 2 Model Pekanbaru has been completely discussed. It is necessary for the researcher to draft the conclusions as follows:

1. The investigation of significant difference of students' speaking ability of students who are taught and not by using barrier games strategy at the first year of Islamic Senior High School 2 Model Pekanbaru shows the analysis of T-Test formula where  $t_o$  is higher than  $T_t$ , it shows that there is significant difference on students' speaking ability before and after being taught by using barrier games strategy at the first year of Islamic Senior High School 2 Model Pekanbaru.
2. The calculation of percentage of students who did not pass the passing standard score in Pre-Test experimental class is that 85.72%. The calculation of percentage of students who passed the passing standard score is 14.28%.
3. The calculation of percentage of students who did not pass the passing standard score in Pre-Test Control class is 82.85%.



The calculation of percentage of students who passed the passing standard score is 17.15%

4. The percentage of students which could not pass the graduated standard in Post-Test experimental class is 8.57%. Students who could pass the standard score were 32. The percentage of students who passed the standard score is 91.43%
5. The percentage of students which could not pass the graduated standard Post-Test Control class is 74.29%. Students who could pass the standard were 9. The percentage of students who passed the standard score is 25.71%

## **B. Suggestion**

Based on the research conclusions above, it is known that the use of games in the classroom can improve students' speaking ability. So that, teaching by using barrier games strategy is one of the solutions for the English teacher in order to increase students' ability, especially in speaking skill.

1. Suggestion for the teacher:
  - a. The building up of creative and enjoyable learning for students should be developed by the English teacher, for example, by using games.
  - b. Teacher should support his/her teaching strategies by using interesting and representative media

- c. Teacher involves the students to speak English, such as questioning and answering activities, asking them to give the feedbacks about the questions, etc.
  - d. Teacher encourages students' awareness about the importance of speaking skill for their future career.
2. Suggestions for the students:
- a. The students are expected to use English as the only one language, at least in learning English.
  - b. The students make such kinds of opportunities to practice English.
  - c. The students find other people that can increase their speaking ability.
  - d. The students never feel bored in practicing their English.
3. Suggestions for the other researchers:
- a. The researchers are expected to find the new strategies, methods and approaches in order to make the students feel joyful in learning English.
  - b. The researchers always watch the development of education.
  - c. The researchers are enforced to be agents of change in education.

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